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ABSTRACT

The report lists the membership for various department-related groups. Following introductory remarks by Director D. W. Crowley, the report lists the replacements on the Joint Committee for Tutorial Classes and the University Extension Board and cites the professional activities of some of the members of the academic staff. The transfer of the Hunter Valley program to the jurisdiction of the University of Newcastle, the status of the Metropolitan Tutorial Classes, and the effects of economic constraints on the University Extension program are documented. Regional reports were obtained from the Hunter, Illawaua, Riverina, and Central Western regions. Progress and problems in the Discussion Groups are discussed, and a description of the Department's "Television Tutorial" is presented. The Aboriginal Adult Education (Community Advancement Program) and the Bernard Van Leer Action Research Project on Aboriginal Family Education Centers are briefly described and evaluated. Other remarks are directed to the Current Affairs Bulletin, special schools and conferences, the M.Ed. Seminar on Adult Education, adult exhibitions, staff publications, and relations with other organizations. A financial statement concludes the report. (AG)

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UNIVERSITY OF SYDNEY

DEPARTMENT OF ADULT EDUCATION

ANNUAL REPORT 1972

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UNIVERSITY OF SYDNEY

DEPARTMENT OF ADULT EDUCATION

ANNUAL REPORT

1972

Incorporating the reports of the
Joint Committee for Tutorial Classes
and the
Sydney University Extension Board

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Lecturer, Sydney	A. T. DUNCAN, BA, MEd, DipEd, DipAnth (Aboriginal Adult Education)
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Senior Lecturer in Charge, Hunter Valley	J. W. TURNER, MA, DipEd
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Mrs. Maisie Wilson
Mrs. Olga Yuke
Mrs. Maisie Taylor
Mr. Stephen Taylor
Mrs. June Whiu
Mr. Wally Whiu

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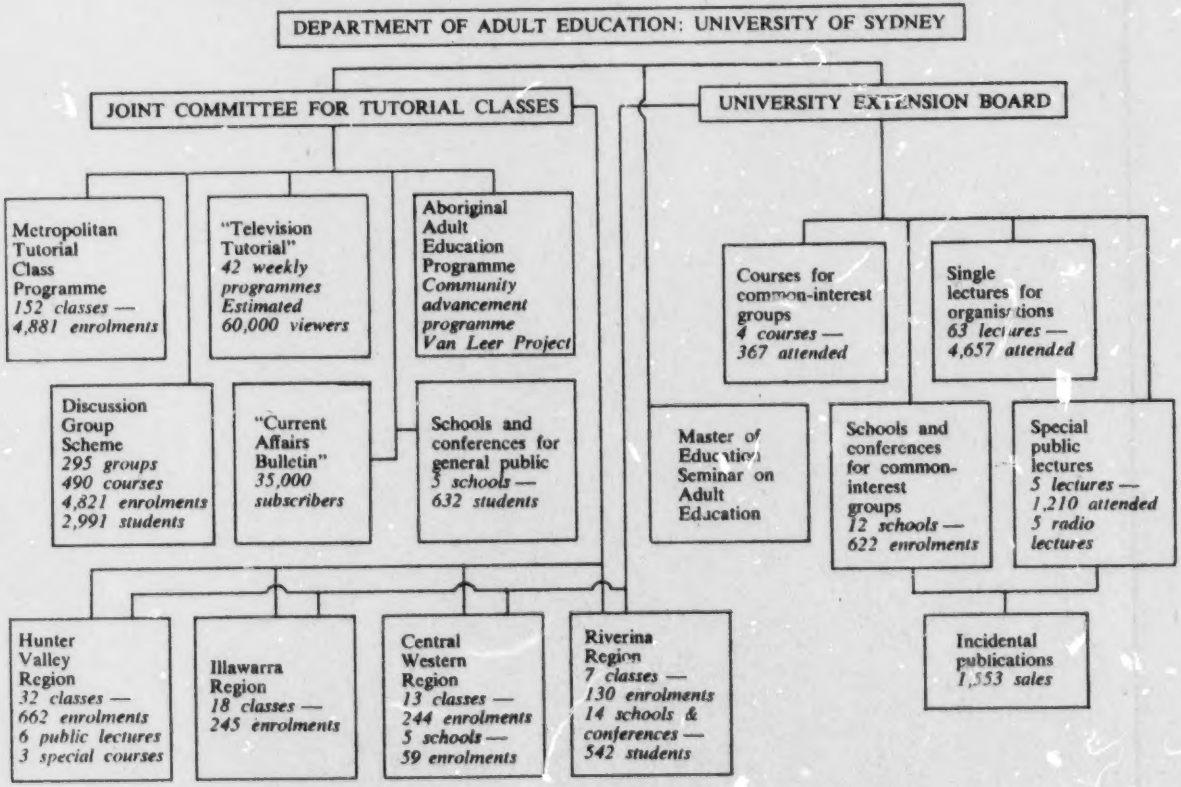
THE PROGRAMME OF THE DEPARTMENT: ACTIVITIES & PARTICIPANTS IN 1972



Director's Introduction

For some years now adult education has been in a state of transition. One unfortunate consequence is that important decisions determining its development are likely to be made by persons from outside the profession whose conceptions are outmoded. This is all the more serious since adult education seems to be about to undergo rapid expansion.

A glaring instance of this kind of situation is the commissioning of the recent "Russell Report" in England. The various government reports on adult education in Britain, especially the "1919 Report", have been outstanding landmarks in development. There were expectations that the Russell Report might be another seminal document; but it has proved a damp squib. This has been the result not of any lack of ability or vision on the part of the members of the Russell Committee, but mainly of the very restrictive terms within which the Committee had to operate, imposed by a Government and Ministry whose conceptions of adult education were those of a previous era.

Largely because of the deservedly great influence of the 1919 Report, adult education of the traditional kind has been generously financed in England—much more so than has been the case in this immature and materialistic country. But the comparatively large sums of money provided have been specifically earmarked for the traditional range of activities—liberal, non-vocational studies for the general public—of the kind conducted jointly by the universities and the W.E.A. that dominated university adult education provision between the wars.

Since 1945 British adult educators have become increasingly aware of the many other needs for adult education in the community that universities could help to meet; but because of the way their programmes are financed their attempts to do this work have been only vestigial.

It was a valid hope that the Russell Committee might have freed the British universities from this restriction upon them; and that its Report might thus have become another landmark in the evolution of adult education. But the Committee was restricted in the same way as the universities have been by the terms of reference imposed upon it: it was directed to report on the provision of "non-vocational studies for adults".

The most significant aspect of the Report is that its authors felt obliged to step outside these terms of reference. In one recommendation, among many which suggest improvements to the present structure for the provision of liberal, non-vocational studies, they suggest that some funds might be made available to the universities for the development of other areas of adult education. (They also suggest the creation of regional councils which might in the future, though this is not foreshadowed in the Report, begin to plead for the implementation of a broader view of adult education.)

Another noteworthy feature of the Report is that it suggests measures to link into the present structure in a more systematic way the burgeoning activities of the Local Education Authorities in recreational and other areas outside the university range which have become recognised in recent years as part of the field of adult education. This is a further instance of the broadening of the conception of adult education, but one which it has been possible to accommodate, though not with complete ease, within the generally recognised definition.

Adult education seems to be in a favourable position for recognition and expansion in Australia. But there is a very real danger that the same hamstringing difficulty will arise; that definitions will be employed, and terms of reference will be set, by persons in authority who think in outmoded terms because they are not aware as adult educators are of new conceptions that have emerged. They will be persons who have not read the journals or recent books or monographs, and who have not visited adult education agencies overseas. Many of them will probably have had experience in other fields of education, and may be misled by this into believing that they understand the problems and current issues in adult education; but, largely because of its voluntary character, adult education differs from other fields significantly, so that approaching it with wrong assumptions can lead to serious mistakes.

Admittedly there is a good deal to be said for a policy of not listening only to those whose institutions are likely to be affected when decisions are being considered concerning the development and financing of a group of activities within a community: the problem for administrators of how to receive the advice of experts who have interests at stake in the area of decision is a classic and perennial one. But equally it is a fact that should be recognised that serious mistakes can be made if the experts are not brought fully into discussions.

In the present state of adult education, there are relatively few professional adult educators. Those in the universities, who form a large proportion of the number, have advice to offer which ranges far outside the work their own departments are engaged in—there are a great many adult education needs in the community which universities would not wish to try to meet —and to this extent they are disinterested. Their advice should be sought and considered before unfortunate mistakes are made or important opportunities are missed.

Joint Committee and Extension Board

The Joint Committee for Tutorial Classes met four times during the year, and the University Extension Board three times. Mr. H. D. Black, Chancellor of the University, continued his long and close association with the Department as Chairman of both bodies.

At the reconstitution of the Joint Committee in the middle of the year, Mr. G. J. T. Hart (student representative) retired, being replaced by Mr. J. R. Herman. Mr. G. Shipp was replaced as a W.E.A. representative by Mr. P. Pieraccini. On the Extension Board, Mr. J. T. McGrath replaced Mr. J. S. Eyers as a student representative, Mr. A. Grey replaced Mr. J. Davies as a staff representative, and Professor R. J. Chambers and Associate Professor J. J. Nicholls retired, to be replaced by Professor K. O. Campbell and Associate Professor R. I. Jack.

Staff

No changes in the academic staff of the Department occurred during the year, though Mrs. A. Madge Dawson's retirement came at the beginning of March, 1973, and should be noted here. Mrs. Dawson, a graduate of Adelaide

University, came to the Department in 1956 after a period of about ten years spent in Britain. She made a particular contribution to the Department and to Australian adult education with her work with women and with voluntary and professional social workers. Her book, "Graduate and Married", published in 1965, arose out of some of this activity and she will continue to teach and organise for the Department in a part-time capacity.

Mr. F. G. Foster, of the Hunter Valley staff, was on study leave during the year in Newfoundland. He resigned at the end of the year to take up an appointment in the Sociology Department at the Memorial University of Newfoundland.

The Director went to England in August for six months' study leave, which he spent visiting university and local education authority adult education agencies. He also accepted an invitation to deliver a paper on the use of television by universities at a conference in Perugia in Italy arranged by RAI (the Italian television organisation) and the Department of Philosophy at the University of Rome. Earlier in the year, by invitation, he attended a seminar on the training of adult educators at Delhi, in March, and the 1972 Waigani Seminar at the University of Papua New Guinea in May.

Dr. Joan Allsop attended the Unesco World Conference on Adult Education held in Tokyo in August.

Mr. A. A. King was appointed Chairman of the Training Committee of the Australian Council for the Arts and served on the Seymour Trust Committee in the University.

Following his part-time secondment to the Australian Institute of Urban Studies, at the Australian National University, in 1971, Mr. John Pullen was again seconded to the Institute under a similar arrangement. He worked for the Institute as a Research Fellow and was co-author of its report: "A Second Report of the Task Force on the Price of Land".

A grievous loss was suffered by the Department during the year with the sudden death in October of Mr. John Rorke. A Sydney graduate, Mr. Rorke had joined the staff in 1953 and for many years had handled the editorial correspondence and publication of "Current Affairs Bulletin", in the later years with the title of Executive Editor. In this capacity he was well known and highly respected by a wide circle of Australian academics.

The Transfer of the Hunter Valley Programme

Since the University of Newcastle became an autonomous institution in 1965, it has seemed likely that sooner or later it would wish to take over the work the Department has been conducting in the Hunter Valley Region. For some years the new university was naturally occupied with other urgent problems, but it came as no surprise when discussions were initiated in 1971 about the possible transfer of our programme. Sydney University could only welcome the concern of another university to engage in adult education, and could hardly question the prior claim of the University of Newcastle to be responsible for this programme in the region surrounding it so long as it was prepared to meet the needs in that area that were considered important by the Department.

Accordingly, plans were agreed for the transfer of funds and staff, with

every possible care being taken by Sydney University to safeguard the interests of staff. Eventually, following acceptance of the proposals by the Australian Universities Commission and the State and Commonwealth Governments, the work and the two remaining members of academic staff, Mr. J. W. Turner and Mr. J. M. Pullen (Mr. F. G. Foster resigned with effect from the end of the year), passed over to the University of Newcastle on January 1, 1973. Mr. Turner became acting-Director of a department of the University of Newcastle named the Department of Community Programmes, which was intended to carry on the kind of programme that had previously been arranged with, in addition, a programme of performances and exhibitions of the arts at the university for the benefit of the Newcastle community. It was intended that the same kind of relationships that had previously existed between Sydney University and the Newcastle branch of the W.E.A. should continue between the University of Newcastle and the W.E.A. branch for the conducting of the tutorial class programme and other activities in the field of the liberal studies.

As the Department, or more accurately one of its precursors, the Department of Tutorial Classes, had begun its Hunter Valley operations in 1913, the end thus came to a long association of Sydney University with the Region. A preparatory class was organised in 1913, to be followed by a tutorial class in 1914; and the first resident tutor, Mr. F. R. E. Mauldon, was appointed in April, 1921. From this time the university always had a resident staff member in the Hunter Region. The Joint Committee has expressed the wish that the occasion should be marked by some form of publication that will provide a record and a retrospective evaluation of the contribution of the Department to the development of Newcastle and the Hunter Valley community. It seems evident that the record to be thus published will reveal a considerable impact upon the Region, not merely in terms of a notable contribution to the intellectual life of the community but also a marked impact on the cultural life through the role played by those active in adult education in promoting the creation of the public library, the Conservatorium, theatre, the art gallery, the University of Newcastle itself, as well as fostering public discussion of community issues.

It is with considerable regret and reluctance that the Department severs its relationship with Mr. Turner and Mr. Pullen, who have done fine work under its auspices. We wish them success and satisfaction in their membership of the staff of their new university. We also welcome the University of Newcastle as a neighbouring agency in our field and will watch with interest the development of its programme.

Metropolitan Tutorial Classes

In 1972 Metropolitan Tutorial Classes reached a record enrolment. In 1970, 118 classes had an enrolment of 3,135; in 1971, 125 classes had an enrolment of 3,972; and in 1972, 152 classes had an enrolment of 4,881. While the interest which this reveals is gratifying, some of the classes were larger than is educationally desirable, and in 1973 restrictions will be placed on class sizes after consultation with relevant tutors and consideration of accommodation available.

Distribution of classes and enrolments as between the city and the suburbs, and effective enrolments are shown in the following table:

	City		Suburban		Total	
	1971	1972	1971	1972	1971	1972
No. of Classes	80	89	45	63	125	152
Enrolments	2,556	2,829	1,416	2,052	3,972	4,881
Effective Enrolments	1,704	2,011	1,092	1,500	2,796	3,511
Effectives as % of Total	66.7%	71%	77.1%	73%	70.4%	71.9%

(Note: Effective enrolments are those who attend 50% or more of the lectures.)

Distribution of Subjects by number of Classes and Enrolments

	Number of Classes		Enrolments		Enrolments as % of Total	
	1971	1972	1971	1972	1971	1972
Philosophy, Logic, Religion	20	24	709	759	18	15.5
Science	14	16	406	520	10	10.6
Economics, Politics, Social Science	19	29	505	757	13	15.5
Art and Architecture	6	7	131	264	3	5.4
Child Study and Parent Education	3	2	101	76	2	1.6
Psychology	20	29	1,026	1,355	26	27.7
History and International Affairs	15	14	379	376	10	7.8
Literature and Drama	15	17	320	376	8	7.8
Foreign Languages (including English as a Foreign Language)	13	14	395	398	10	8.1
Totals	125	152	3,972	4,881		

Intensive classes were continued in 1972 comprising three-year courses, two-year courses, and one-year courses. These are classes in which there is a definite student commitment to a required amount of reading and written work, which have at least 25 meetings a year, and in which numbers enrolled are restricted to approximately 35. Students cannot proceed to a later stage of an intensive course without first satisfactorily completing earlier stages. Sixty-four of these students who had satisfied the requirements at the completion of their intensive courses asked for and were awarded certificates as compared with 89 in 1971. These certificates were formally presented by the Chancellor and the Director at a ceremony in the Great Hall of the University in June, 1973.

426 students were enrolled in the three-year intensive courses as compared with 372 in 1971; of these, 269 were effectives (1971: 248); 44 students were enrolled in two-year intensive courses (1971: 35) and of these 25 were effectives (1971: 24); 557 students were enrolled in the one-year intensive classes (1971: 323); of these 349 were effectives (1971: 208). (Fine Arts courses are included in the One-Year Intensive statistics, though some students take a sequence of three such courses). In all intensive courses, there were 1,027 enrolments (1971: 730), of whom 643 were effectives (1971: 480).

The advanced English courses for migrants mentioned in previous reports were continued in 1972 and 291 students enrolled in these classes (1971: 290). In the autumn session, one course concentrated on spoken English, one course catered for students wishing to continue their studies from the previous first year, and two classes were designed for students who had already completed two courses, one concentrating on literary language and the other on scientific and cultural vocabulary and reports.

Supplementary work outside the classes continued to be an important feature of the programme. Subject weekends in Philosophy, Psychology, Science, History and Asian Studies were held at Newport in 1972 to supplement class work. Students in Philosophy classes attended monthly meetings of Sydney Philosophy Club (run for their benefit), and an additional weekend school at Newport.

The David Stewart School at Newport, the property of the W.E.A., fell into some decay over a period of years while the W.E.A. was contemplating the

acquisition of a new School. During 1972 it became apparent that this would not be possible for some time, and the W.E.A. then decided to proceed with extensive maintenance and improvement of the existing School. Steps were taken to carry this out in 1973. This will be important for residential school work in the Department in whose history the David Stewart School has played a notable part.

The mounting and sustaining of a programme of this size and complexity entails a considerable administrative task. As in the past, the W.E.A. took responsibility for preliminary discussions with prospective students, for publicizing the programme, for accommodation, for enrolment of students, for providing various aids to classes (e.g., films), and for sustained contact with students, including student feed-back through class reports to W.E.A. Council and other less formal ways. All these tasks were carried out as efficiently as in the past. In the partnership between the University and the W.E.A., the latter continued to play an indispensable role and the Department wishes to express its warm appreciation not only of the work of the W.E.A.'s professional officers but also of its many voluntary workers who, for example in some of its District Committees, sustained a programme which would do credit to any non-metropolitan region.

Within the Department, staff members in charge of subjects planned programmes within their subjects, recruited tutors and, in consultation with these tutors, planned courses and collected syllabus material—in general, supervised and developed work in their subjects. Day-to-day contact with tutors, classes, the W.E.A. and the Library was maintained through Miss W. B. Anderson, Graduate Assistant in the Department, who dealt with a tremendous volume of work with quiet efficiency. Class libraries were supplied by the Adult Education Section of the Library of N.S.W. on the advice of tutors. These administrative arrangements have stood the test of growth remarkably well. Basic to the whole process is the work of the class tutor. We have indeed been fortunate in the calibre and devotion of our tutors.

A few extracts from lecturers' reports may be of interest.

One lecturer, a member of the University staff, reported that his teaching for the Department had notably affected his academic progress: "It was through teaching adult education that I first derived an interest in my present research work. Above all, by teaching such a course I have broadened my understanding of the interrelationships between social and environmental problems.

"I have found out that teaching is indeed the best way to learn. Furthermore teaching adult education has enabled me to meet many interesting people."

Another lecturer, who used the same material and methods in two classes, experienced a completely different response. Of one class: "The spirit and atmosphere of this class were most gratifying — there was great eagerness to participate in questions, discussion, play-reading and the reading of books provided and recommended; literally there was not a dull moment, and the responsiveness of the class members was outstandingly good." With the other, she found that the usual initial diffidence about participation in discussion and class activities persisted throughout. "It was obvious that the class members were friendly, interested and *wishing* to co-operate in every way with the methods used. What got in the way was a strange widespread shyness and diffidence and a feeling of not wanting to speak out clearly or volunteer to do any part of the work requiring initiative or a solo performance . . . (This seemed to be) due simply to an unusual turn of the contents of the human lucky dip."

Finally, a summing-up comment by a lecturer, who is a university psychology teacher, on the results of a three-year intensive psychology course. "All (16) students of this class are now competent to undertake reading in any specialised area of psychology. The 1972 syllabus provided a good grounding in experimental method and the statistics section of the course made the students familiar with the general statistical concepts used in journal articles and introduced them to the various methods of statistical inference. All students would be capable of designing an experiment according to the classical procedure. And, all of the students of this class are capable of undertaking appropriate and selective reading and writing a well-structured essay as a result of their efforts. In fact several students are outstanding in this respect."

University Extension Programme

The year 1972 was once again a year in which the Board's income suffered from the prevailing economic malaise, as the training budgets of both private firms and government departments continued to be cut, particularly for training outside the employing body. One result was to seriously inhibit the development of the programme.

In previous years residential training courses for senior executives had contributed significantly to the overhead expenses of the Board. In 1972 the three courses which were planned, two of which had been successful in previous years, had to be cancelled for lack of support. In addition, there were no post-graduate refresher courses offered in the extension programme. Consequently, there was a considerable short fall in the Board's income over the year.

Only two lectures were arranged for the Agricultural Bureau; there has, however, been a complete change of staff at the Bureau over the last two years, and this, no doubt, has had some bearing on the continued decline from earlier years of the Board's service to it. Towards the end of 1972 an officer of the Bureau approached the Department to discuss possible future co-operation and it is hoped that the Board will be more actively engaged in conjunction with the Bureau in 1973. One section of our service to the public did increase, as may be seen from Table 2 of this Report. The number of lectures arranged for secondary schools—forty-two as against twenty-nine in 1970 and 1971—came both from several "regular" schools and from schools new to our list. Again, however, the requests for single lectures from other organising bodies declined; but those arranged were to a variety of organisations.

The Extension Board and the Committee set up to arrange the endowed George Judah Cohen Memorial Lectures were fortunate to be able to engage Dr. H. C. Coombs, Chairman of the Council of Aboriginal Affairs, as speaker for 1972, and his lecture, "The future of the Australian Aboriginal", attracted a capacity audience. The lecture has been printed and orders currently received total nearly 11,000.

Only one endowed lecture in the Kathleen Robinson series on Drama and the Theatre was arranged this year. It was given by Dr. Gay McAuley, of Macquarie University, on "Language and Theatre; Copeau and Artaud". Professor Bahram Jamalpur, of Teheran University, delivered a public lecture on "The Spirit of Persian Architecture" during a visit to Australia, and Professor R. Shuy and Professor J. Britton, both from the United Kingdom,

delivered a lecture each in a special public lecture series arranged in conjunction with UNESCO, on the Teaching of English.

One of the Board's bigger ventures in 1972 was the holding of the five-day conference on the "Human Consequences of Technological Change". This took place following the ANZAAS Conference for 1972 and attracted a satisfactory audience. Unfortunately, however, the arrangements were deficient in a number of respects. It was found that conducting a conference of such magnitude imposed too great a strain on the small Extension programme staff, and it so happened that one staff member resigned just before the conference opened. Several problems hampered the initial launching of the conference, one of which was the inability of our printer to supply on time the eight printed booklets containing the contributors' papers. To assist in the running of this conference the Board and the University of Sydney, record, with grateful acknowledgment, donations from the following:—

Australian Gypsum Limited
Australian Newsprint Mills (Tasmania)
Australian Paper Manufacturers
Bank of New South Wales
Broken Hill Proprietary Co. Limited
Colgate-Palmolive Pty. Limited
Commercial Banking Co. of Sydney Limited
Commonwealth Banking Corporation
Commonwealth Industrial Gases
Dalgety Australia Limited
General Motors-Holdens Limited
John Fairfax Limited
Kimberley-Clark of Australia
Mr. E. McClintock
Nock and Kirby
Ready Mixed Concrete Industries Limited
Reserve Bank of Australia
Slazengers (Australia) Pty. Limited
The Council of the City of Sydney

One residential school took place, in February, 1972; as in the two previous years, a closed school for Castrol Australia Pty. Limited was held, for nineteen of its personnel. The course was entitled "Management Development School".

Although a number of residential exercises had to be cancelled, there was considerable support for shorter programmes. A two-day workshop on "Creativity in Training" attracted eighteen people. One-day and evening seminars attracted larger enrolments still. These included six one-day symposia or seminars for business executives—on economic policy and economic planning, organisation development, organisation renewal, cost-effective computing, overseas investment and group learning in industrial training and management development—and one-day schools on the operation of building societies for building societies' staffs and on town planning for a citizens' organisation.

In July and August the Australian Broadcasting Commission broadcast a series of five lectures recorded at the end of 1971 under the title of "Linguistics and the mind: modern approaches to the study of language". As mentioned in last year's report, these were arranged on the Department's initiative as "University Extension Radio Lectures". These are to be published next year.

With the co-operation of local organisations, three two-day conferences were held in country regions, each in a different centre. An audience of fifty-

one participated at the training course for volunteer social workers held at Wagga Wagga and run in conjunction with the Wagga Community Action Group. Seventy participants attended the "Progress or Perish" Conference, arranged jointly with the Condobolin Conference Committee, while the "Fruit Industry" Conference at Griffith drew a first-day audience of one hundred and a second-day audience of sixty.

At the request of Professor J. M. Bennett of the Basser Department of Computer Science of the University of Sydney, the Board agreed to arrange a four-day conference on "The control of computer programming projects". Though the number of participants was small, the project was of great value to those who did attend.

Following exploratory activities in previous years intended to devise effective training for people concerned in dealing with social problems, a special course was arranged in 1972 in conjunction with the Marrickville Centre for Human Services in which twenty-one people engaged in various capacities in this suburb made a study of its problems and resources. They included social workers, clergy, police and others. This was a pioneering venture which may have applications elsewhere. The course was conducted primarily by Mrs. A. Madge Dawson of the Department, with the assistance of other lecturers, and meetings were held weekly throughout the year. It is anticipated that an extension of this course will be held next year.

The Scientific German course conducted mainly for Science honours students was re-arranged this year. Instead of the course being held over the three academic terms, a one-week's full-time programme in Orientation Week was followed by bi-weekly lectures in Lent and Michaelmas Terms. This procedure enabled those enrolled to complete their Scientific German study at the end of Michaelmas Term, enabling them to devote more time to their faculty work in the final months of the year, and also improved the level of achievement. Extensive use was made of the Language Laboratory's facilities during the course, which was attended by forty-one students.

The Board continued the process of withdrawing from its association with the Real Estate Institute of New South Wales, and this year we were only involved with the third and fourth years of the Real Estate and Valuation Practice Course. However, as shown in Table 1, below, the numbers examined in both years exceeded the numbers of previous years.

Table 1: Number of students examined in one or more subject, in the Real Estate Course, 1968-1972.

	Year				
Part	**1968**	**1969**	**1970**	**1971**	**1972**
I	516	565	722	—	—
II	140	164	234	320	—
III	101	52	100	128	171
IV	Not Applicable		34	52	72

The number of single lectures arranged by the Board and sponsored by outside organisations remained fairly steady.

Table 2: Lectures sponsored by outside organisations, with type of organisation, 1969-72.

	1969	**1970**	**1971**	**1972**
Secondary Schools	36	29	29	42
Agricultural Bureau Branches	11	20	2	2
Other	26	27	22	19

It is pleasing to report that the sale of the Board's publications, including the two George Judah Cohen Memorial Lecture publications and the eight

individual booklets covering the "Human Consequences of Technological Change" conference, rose to 1,533 as compared with the sale of only 727 in 1971.

Regional Reports

1. Hunter Region

Thirty-two tutorial classes were provided in the Hunter Valley region during 1972 with an average duration of 12.2 sessions. No intensive courses were provided in Newcastle during the year and the gradual trend towards shorter courses is revealed by the figures for the average duration of courses. The average number of class sessions has fallen from 13.3 in 1970 to 13.0 in 1971 and 12.2 in 1972.

There were 19 courses of ten lectures or fewer, with 288 effective enrolments, in 1972, and 13 of 12 lectures or more, with 232 enrolments.

The strong interest of adult students in psychology resulted in 11 classes in this subject, 9 in Newcastle, 1 in Muswellbrook and 1 in Singleton. There were 6 courses in the traditional socio-political-economic category and the other classes were concerned with the sciences (5), literature (2), philosophy (2), architecture (1) and music (1).

The six public lectures arranged during 1972 were very successful. Sir Macfarlane Burnet's lecture, "Konrad Lorenz: Animal Models of Human Behaviour", attracted an audience of 300 and two lectures on Australian prehistory were each attended by 120 people.

The lectures sponsored annually by the Bank of New South Wales took the form in 1972, as in 1971, of a lecture tour of Hunter Valley towns, which was very well received. Mr. R. B. Larcombe lectured at Muswellbrook, Singleton and Tocal on "Facts and Fancies about Regional Development". This series provided a valuable follow-up to the series by Professor Wallace Ogg on rural reconstruction in the previous year and it does appear that this is one of the most fruitful methods of meeting some of the needs of country people.

The Department's provision of "Special Programmes", consisting of lecture programmes and short courses for local firms and other special groups, continued to be an important feature of its activities in the Newcastle district.

The programme provided for the B.H.P. Company consisted of 13 single lectures and two short courses. These were arranged for graduate officers of the company, commenced at 5.30 p.m. and were held on the plant. This has proved to be a very satisfactory format for working with professional groups. One short course discussed classic works in business administration and the other was entitled "The Psychology of Leadership". This had originally been presented as a weekend school at Newport, but it was transformed successfully into a series of weekly lectures.

The Department's association with the SPELD organisation was continued with the provision of a course entitled "Parent Awareness". SPELD is concerned with the provision of assistance for children with special learning difficulties, and this course for parents of such children was a valuable complement to the tutorial classes in child psychology. There were 11 effective students.

The courses for trade unionists continued in 1972 with 10 students drawn from the Australian Railways Union, Marine Stewards Union, and the

Electrical Trades Union. The continuation of this work is greatly assisted by a small grant from the Commonwealth Development Bank which is used to make up the pay lost by those students who are not subsidised by their unions or their employers.

"News Pointers", the Department's weekly current affairs sheet, continued to reach about 1,000 students per issue during 1972. It consists of reprints of carefully chosen material from Australian and overseas journals and from the broadcasts of the ABC. The use of this material has been authorised by the organisations concerned.

The papers presented at the 1970 course for pre-school teachers were published in June as a small book entitled "The Atypical Pre-School Child", edited by our former staff member, Dr. Daphne Keats. This work was so well received that the edition of 500 copies was sold out by the end of the year. It will be reprinted in 1973.

In retrospect it can be seen that during 1972 the various programmes of the Department in the Hunter Region were sustained, although one staff member was on study leave and although discussions with the University of Newcastle about the impending transfer tended to impinge on the normal routines of the other staff members.

Staff lecturers have continued their active involvement in the affairs of various local, state and national organisations, including the Newcastle Historical Society, the Editorial Board of Newcastle History Monographs, the Newcastle Local History Museum Trust, the Northern Parks and Playgrounds Movement, the Real Estate Institute and the Australian Institute of Urban Studies. Assistance to these organisations included lecturing and programme arrangement, but considerable research work and appraisal of material for publication was also involved. In this way the Department made a noteworthy contribution to the intellectual life of Newcastle (and, in the case of Mr. Pullen's work for the Institute of Urban Studies, to important discussions in the wider community) in addition to what was achieved in the formal programme.

2. Illawarra Region

Support for the tutorial class programme in the Illawarra Region showed a further decline from 319 enrolments in 1971 to 261 during 1972. Nine classes in Psychology attracted 118 students. Five classes dealing with aspects of Literature, the Arts and Philosophy attracted 92 persons. One course in Political Studies had 11 students while three Science courses attracted 40 students. Discounting the large enrolment of 60 students for a special New Mathematics course provided in 1971 at Moruya (well outside the recognised boundaries of the W.E.A. Illawarra Region), the further loss of enrolment occurred although there were 18 effective tutorial classes, a slight increase over 1971. A further seven classes were cancelled during the year because of lack of support. 1972 proved then to be a further year of disappointing response to our class programme.

Being more fortunate in this respect than other regions, we cannot point to any difficulty in securing the services of highly qualified, extremely able and dedicated part-time tutors drawn in the main from the Wollongong University College and the Teachers' College. Given such promising teaching resources, how can the relative lack of interest in our courses be explained? A number of factors suggest themselves relating broadly to the nature and development of Wollongong and its surrounding district and noted in previous annual reports. The rapid urban growth of Greater Wollongong has been expansive rather than intensive. As an accretion of dormitory suburbs

the city lacks, at present, a well defined centre with suitable buildings to provide adequately for its administrative, social and cultural needs. The heavy concentration of migrant workers employed in the steel works represents a wide range of mainly European cultures; these people are still far from assimilated into Australian life and many have only a poor grasp of English.

The geographical attenuation which makes up metropolitan Wollongong stretches in effect from Helensburgh in the north to Kiama in the south. The area is poorly served by public transport and while most people, as elsewhere, prefer to use their own transport for commuting, they do not necessarily wish to return even a few miles to the limited educational facilities within the central city area. The potential use of the Teachers' College and University College, for example, is difficult to realise for reasons which include the apparent belief of many students that the tertiary campus is inconvenient to attend at night. There are a number of C.W.A., school and church halls which are used to make university and W.E.A. courses available in outlying residential areas; but this scattering of educational offerings throughout the urbanised part of the Region shows no signs of evoking an encouraging response.

Another long-standing problem facing the W.E.A. and the Department is the replacement of the Adult Education Centre in Corrimal Street. While it is agreed that the tutorial and office spaces must be re-arranged for more effective use, the wooden buildings which house our activities have limited life, are hardly attractive, and can only, because of zoning, be rebuilt as a brick structure on the present site, at a cost beyond the financial resources of the W.E.A.

Mr. John Terry, previously secretary of the Department of Adult Education in the University of Western Australia, was appointed as the Illawarra Regional Secretary of the W.E.A. in December, 1971. His professional approach and administrative efficiency, and the amicable relations he has established with Mr. King, have greatly assisted our work in the Region.

Mrs. M. Powis, who had been the Department's stenographer in Wollongong for a number of years, resigned in November and was replaced by Mrs. M. Vernon.

3. Riverina Region

1972 was Mr. Wayne Hooper's second year as lecturer in charge of the Region. The early part of 1971 Mr. Hooper devoted largely to establishing an office in Wagga Wagga, making contacts and exploring the needs of the Region. He developed a full and varied programme of activities in the second half of the year, and this programme was further developed in 1972.

Seven tutorial classes, 13 weekend schools and a conference were arranged during the year. It is some measure of the effort involved that 60 lecturers participated in this programme, of whom 30 were recruited locally and 30 were brought in from outside the Region.

Two tutorial classes of 18 and 16 meetings were held in Albury, the subjects being "Child Growth and Development" and "Australian Politics and Government" (conducted by Mr. Hooper). Five 10-meeting courses were arranged in Wagga Wagga on "Britain Faces the Dictators", economics, psychology, modern literature, and the appreciation of jazz. The total number of enrolments was 130.

It is worth noting that the quality of work in one of the courses, "Britain Faces the Dictators", was very high indeed, involving the close study of a large number of documents. The lecturer, Mr. D. Boadle, of the Riverina College of Advanced Education, made it clear from the outset that the level

would be very demanding, and attracted a group of 11 students who worked strenuously and well.

The 13 weekend schools were conducted in five different centres — Wagga Wagga, Albury, Young, Tumut and Holbrook—and had a total of 472 enrolments. One programme on "What Should a School Be?" was presented at each of the five centres; other schools were on post-war cinema, women's liberation (an enrolment of 90), taxation, the Australian political system, and the environment. A training weekend for volunteer welfare workers conducted by a team of three lecturers from Sydney attracted 51 enrolments. "The Crafts in the Seventies", arranged in conjunction with the Wagga Crafts Guild, the W.E.A., the Riverina College and the Art Gallery of N.S.W., drew 60 enrolments, including students from Melbourne, Sydney, Canberra and Bathurst, though it had been planned as a local event. Local societies or adult education committees assisted with all of the schools.

The conference, co-sponsored by the University Extension Board and the Irrigation Research and Extension Committee, was on the problems and prospects of the fruit industry in the Murrumbidgee Irrigation Area. Twenty-seven papers were pre-circulated to the more than 70 participants. All sectors of the industry—growers, processors and marketers—were represented, and many local and national organisations.

Other activities in which Mr. Hooper was engaged during the year included the following: a survey of cultural activities in Wagga Wagga in conjunction with representatives of local clubs and societies, covering the membership, history, resources, programmes and problems of 36 groups; the creation of the Wagga Film Society; a parent education programme initiated by two lectures which were followed by five meetings of each of six groups at which Mr. Wilfred Jarvis's book, "The Adolescent Years", was studied, 83 parents participating; and the preparation of a submission on libraries and adult education for the Weeden Committee of Enquiry into public library services in N.S.W.

In addition to the formation of the Film Society, community response to Mr. Hooper's programme included the formation of a Women's Electoral Lobby which obtained the appointment of a social worker by the Wagga Wagga City Council, and the creation of Wagga Pollution Watchers and the Wagga Musica Viva Society. Nevertheless, in some comments on his year's work, Mr. Hooper suggests that, despite the value of weekend schools and conferences as a means of bringing university and other visiting lecturers to the Region, the work that is most valuable educationally is the engagement of students in tutorial classes, because of the systematic and sustained study that is undertaken. It is this aspect of the programme that he considers should be expanded in subsequent years.

Mrs. D. Spence, secretary to the Riverina office, resigned at the end of the year, having contributed a great deal to the work of the Department in the Region. The thanks of the Department are also due to the adult education committees and other groups who assisted during the year, without whose active support and advice much less would have been achieved.

4. Central Western Region

1972 was a year of expansion of the work of Mr. R. B. Larcombe, the lecturer in charge of the Region. This applies both to the distribution and also the variety of the activities. Activities were arranged in eleven centres. Thirteen tutorial classes were arranged; six weekend schools and a major conference, and two courses were also arranged for the W.E.A.

The main difficulty remained that of obtaining sufficiently qualified lec-

turers. Particular efforts made during the year to persuade members of the staff of the Mitchell College of Advanced Education at Bathurst, the obvious source, to undertake courses were unsuccessful, apparently because of their continued involvement with the problems of establishing a new institution. There were indications by the end of the year, however, that a number might make themselves available in 1973.

In this situation, Mr. Larcombe's presence in the Region represented an important teaching resource, and he taught three of the tutorial classes. In addition to his qualifications in literature, his experience as an economist and civil servant with a particular involvement in decentralisation and growth centres proved a valuable asset, since he was able to conduct a number of well-attended activities on this topic in a number of towns.

This question was also the topic of discussion at the major conference in the Region, conducted at Condobolin and attended by 70 people. (Incidentally, this conference was chosen by the Deputy Prime Minister as the occasion for announcing the new joint Commonwealth and State policy on selective regional development based on growth centres.)

Mr. Larcombe's specialisation in this question of topical interest was also availed of by the Hunter Region of the Department, which engaged him to give the 1972 series of Bank of New South Wales Extension Lectures in that Region.

Relations with the press and broadcasting stations during the year were excellent. Mr. Larcombe gave some 60 radio talks, mainly on aspects of literature. The Central Western Adult Education Committee established by the Department, consisting of representatives of all the main centres, continued to give invaluable advice and help with planning and organising. The Department is most grateful to the members.

Mr. Larcombe was involved in local affairs in a number of ways, notably through membership of the Orange "World Development Committee" and his chairmanship of the Cultural Centre Management Committee, which controls the Centre where the Department's suite of rooms is located. The role of the Centre as a focus and home for cultural activities in Orange is gradually developing, though its potentialities are still far from full realisation.

Mr. Larcombe has pointed to the fact that he could develop the teaching he is undertaking in the Region much more effectively if he could be given some assistance with the organising work. The point is of course a very pertinent one, but is no more than the long-standing core problem of university adult education provision in a rural area. Such assistance would be most valuable and would enable Mr. Larcombe to concentrate much more on work appropriate to a member of the university academic staff; but it may be questioned whether it should come high in the University's priorities. Perhaps it might more properly be contributed by the newly created Regional Council.

Discussion Groups

Discussion Groups carried on through 1972 much as before. Again we had demand beyond the limits of the budget and had to close bookings in mid-July at roughly the same figure as last year. We were, however, able to honour bookings made before the cut-out date. This means that groups which had planned a whole year's programme—some index of their merit—received full service, but it may be that there were promising groups among the new-

comers from which the service had to be withheld. It is disquieting to have to curtail enrolments in this way.

We still have many cases of groups not being able to secure their first choice of course—or indeed any of their choices—as a result of heavy bookings for popular courses. Groups become despondent about this and there is evidence that it is one of the factors reflecting adversely on us, especially in country areas; groups say that they hesitate to publicise the scheme among their contacts on this account. Some progress has been made in this regard. The main bottle-neck is the supply of books for the book-boxes, but, thanks to the co-operation of the Adult Education Section of the Library of N.S.W., book purchases for the most popular courses have been stepped up so the number of groups which can be supplied concurrently with a box has been increased. We can now, for example, have ten groups working on each of the courses, "Some Questions of Right and Wrong" and "More Questions of Right and Wrong". A further set of slides for a popular architecture course has been provided, reducing the waiting time for this. The practice of making extensive use in tutorial correspondence of one book which students are willing to buy has also contributed to the alleviation of the problem. The prescribed book does not, of course, supplant the book-box but transforms it into a means of enrichment rather than a basic tool, allowing greater flexibility in the contents and making it possible to assemble more boxes.

The problem cannot be said to have been solved: waiting lists for some 19 courses are embarrassingly high. One very popular course on the arts is based upon a package of materials, including prints and records, which are no longer obtainable. For others, there are problems, both of cost and availability of materials, in reduplicating resources. More intensive use of some of the materials we hold has been considered, but difficulties are feared because of the requirements of tight scheduling. The only real solution will be to commission new courses in the popular areas, devised in such a way as to permit considerable reduplication. Such courses will have to be phased into the writing programme, which means that relief will not be immediate. It would, furthermore, be undesirable to concentrate wholly on "highways" to the exclusion of courses exploring "byways", which are of particular value to our more serious groups.

A point of some significance is that groups are becoming more critical of the service. Some points of criticism turn on shortcomings of which we are well aware but cannot do anything about. The present level of the postal service is one; delays and overall inadequacy in the supplies of books in Australia is another. Some are ill-founded, such as complaints regarding late replies from tutors when the group's report was sent at the last moment. There are demands for topicality which are unrealistic in relation to a scheme based on pre-prepared material and which show little appreciation of the purpose of our courses: guidance in analysing material and introduction to concepts, rather than instant current information. Some groups expect from tutors a meticulous attention to their every observation and give no credit to attempts on the tutor's part to challenge them and stimulate ideas. All this of course can be irritating, and tutors are sometimes disturbed by such criticisms.

It must be said, however, that most of the criticism is valuable feedback: it draws our attention to things which are going wrong (and when a service is working from hand to mouth and through such complex administrative arrangements things do go wrong); and it gives us guidance on student expectations, and helps greatly in deciding priorities in allocating resources among matters which are in need of attention, such as revisions and re-writing. Even

the criticism which we consider unwarranted serves a function in providing an opening for us to put a matter in perspective. Above all, the new trend suggests more active involvement in the scheme on the part of groups. A little misplaced criticism is a small price to pay for the stimulation which this affords. It should also be mentioned that many groups speak very highly of the scheme, and most appear to be generally satisfied with it.

A succession of earlier instructions to groups was codified and abbreviated during the year. This has not eliminated misunderstandings, but seems to be reducing them. The aim of the codification is to give very specific instructions on basic administrative matters such as links with the central office, with tutors and with the Library, to point out the distinctive features and aims of discussion group work, as compared with other community activities in which members might be involved, to give help in the main problems arising from these and above all to stress the importance of study preparation for group meetings.

In other respects groups are encouraged to rely on their own community experience and to adopt their own patterns of working. Subject to minimal requirements for the running of the scheme, we aim to allow full play to the initiative of group members. From time to time, tutors report that they have had to give guidance in elementary points of organisation and some have suggested leader training in some form. Most groups seem, however, to rise to the challenge of adapting procedures to their own situation. Mention might be made in this regard to a number of active Y.M.C.A. groups in music, which have worked out very effective ways of tackling the assignments and which are systematically working through the music courses. We hear also of groups at which guests with special experience in a field are invited to speak or where members prepare papers on topics related to the courses. It seems better for tutors to give individual guidance where groups are falling down, rather than to damp such experimentation by stereotyped procedures.

Enrolments for the year with corresponding 1971 figures in parenthesis are:

Groups	Courses completed	Students	Enrolments
295	490	2,991	4,821
(296)	(483)	(3,491)	(4,781)

In addition to courses completed, a further five courses commenced in 1972 were continued into 1973, while 19 were commenced but abandoned. Of these 19, three can be attributed to a breakdown in the tutorial service for one course, the remainder being spread over a number of courses with no pattern discernible.

During the year 4,476 of the enrolled students made more than 50% attendance.

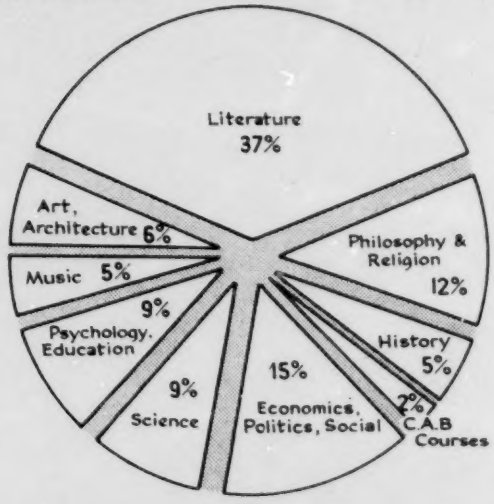
While only one group made 100% attendances, 34 made 90% or over and only 57 made below 70%. Commitment to the courses is a notable feature of discussion group work.

The expansion of the scheme over recent years is shown below:

	1960	1965	1970	1971	1972
Groups	145	216	281	296	295
Courses	223	360	468	483	490
Students	1,638	2,463	3,342	3,491	2,991
Enrolments	2,217	3,492	4,640	4,781	4,821

Distribution among Subjects (1971 figures in parenthesis)

Literature	179	(152)
Philosophy, Logic, Religion	56	(62)
History	26	(23)
CAB Courses	10	(13)
Economics, Politics, Social	75	(86)
Science	44	(37)
Psychology, Education	45	(46)
Child Study	—	(6)
Music	23	(21)
Art, Architecture	32	(37)



1972

Regional Distribution (figures in parenthesis, 1971 figures)

The preponderance of metropolitan over country groups has now reached 77% : 23% (last year 73% : 27%). To some degree this must be a function of the movement from country to city, though it is noted that the number of groups in Newcastle and Wollongong is also declining despite population growth there. A country group reported a falling off of interest due to the establishment of a local Slimmers' Club, but one cannot, unfortunately, attribute the decline in numbers in the country wholly to such enrichment of local life. It is noteworthy that only two of the 19 groups which abandoned courses were country groups.

	Groups		Courses	
Hunter	14	(20)	25	(29)
Illawarra	8	(10)	13	(14)
Western	18	(24)	29	(36)
Riverina	10	(11)	15	(18)
New England	7	(10)	10	(11)
A.C.T.	14	(14)	20	(23)
Metropolitan	224	(208)	378	(352)

Continuity of Groups

The number of groups which have reached the 10 course mark is now 135, and the number which have proceeded beyond their first course is 279.

New Courses and Revisions

The following new courses were added to the scheme during 1972:

397	Issues in Human Relations
400	Behavioural Science and Modern Man
402 (BC)	China Readings
404 (BC)	South-East Asia
406	The First Years of Childhood

Revisions were made to:

180 (A)	New Guinea
15/1	Some Novels to Start With
96	Some Questions of Right and Wrong
363 (BC)	Australian Government and Politics

Visits

Two hundred and sixty-nine visits were made to groups during the year (metropolitan 259, country 10). Country visits are difficult and expensive, but we are now encouraging tutors to make them in the hope that this will do something to arrest the decline in country regions. Where metropolitan groups were having difficulties, second visits were arranged where possible. As in previous years, groups were all greatly appreciative of the visits. The Department would like to express its thanks to tutors, some past retiring age, who made the demanding visits to country groups and to suburban groups in inaccessible places, involving awkward journeys late at night. The reports made by tutors on their visits are greatly appreciated as they give a very useful insight into the groups which cannot be gleaned from correspondence.

Tutors were asked to attend the general Student Gathering held at the University in May, but unfortunately few groups availed themselves of the opportunity to meet their tutors on this occasion. It seems this is not an effective way of arranging tutor-group contact.

Acknowledgments

It is a pleasure once again to record appreciation of the devotion to the work shown by tutors and the careful guidance which they give to groups. The following quotation from a tutor's report is an illustration of this:

> "I also, in an informal way, discussed their frequent use of the word 'feel' in their reports and advised them to commence using the word 'think' instead and try to recognise the difference in meaning in their debates."

It is heartening, too, to note how this guidance and stimulation is reflected in student response, shown in another report:

> "They had asked for essay questions. Four members responded with short essays of 500-1000 words. These varied in quality but one was a very good, thoughtful attempt to grapple with the question of whether there is a conflict between elements of the Islamic religion and the functioning of Islamic societies on a basis of western democratic principles and practices. The other essays tackled the situation in the Philippines; the problems of aid to S.E. Asia and, a difficult question tackled very well, on whether the mores and values of a folk society fit more readily into a communist pattern of economic social and political organisation than into a capitalistic one."

Thanks are also due to tutors for the many valuable recommendations which they make to the Department, especially their suggestions for up-dating courses. We are also grateful for the continued co-operation of the Adult

Education Section of the Library of N.S.W. The supply of books is indeed a problem: the present-day range of books, frequency of new editions and consequent rapid obsolescence of stocks impose great strains on a library service—a far cry from the old days when a book would remain standard for years. It is remarkable that the Library copes with the situation so well.

"Television Tutorial"

In 1972 "Television Tutorial", the Department's television programme presented weekly on the Sydney commercial station, ATN7, was telecast for 42 weeks on Sunday mornings in Sydney. The programme was syndicated throughout the year to Melbourne and for two terms (22 weeks) to Adelaide and Perth. As usual, it was arranged and presented by the Assistant Director, Mr. Joss Davies.

The programmes for the year included a continuous segment entitled "Politics '72", a panel discussion programme—on which Mr. Whitlam and other national political figures appeared at the beginning of the Federal election campaign.

Other subjects included entomology, marine biology, Shakespearean studies, archaeology and keyboard music. One anthropology programme, "Time Now, Time Was", presented by Dr. Peter White of the University of Sydney and recorded at the University, was given an award by the Television Society of Australia in the category of Public Broadcasting of Educational Television. The success of this programme emphasises the primitive nature of production of most of our other programmes. It took five times as long to make as other programmes and as a consequence the budget for the remainder of "Television Tutorial" had to be drastically trimmed.

One major source of dissatisfaction was the Sydney transmission time of 7-9 a.m. on Sunday mornings. This was changed in September to 9-10.15 a.m. and the viewing audience consequently increased. The subsequent rating of the programme was restored to 60,000 viewers in Sydney.

We should again like to place on record the fact that throughout the year we were accorded complete freedom by ATN7 concerning the content of the programmes.

It is hoped that with the possibility of a more liberal attitude towards educational television under the aegis of the new Government, the prospect of greater scope for this form of adult education activity may increase. The development of frequency modulation broadcasting as planned for 1975 may also hold promise for greater opportunity and flexibility in the use of the broadcasting media. However, one's optimism is greatly tempered by an awareness of the financial costs involved.

Aboriginal Adult Education: Community Advancement Programme

As has been explained in previous reports, the Department is at present conducting two exploratory programmes in the area of adult education provision for Aborigines. The older established programme, dating from 1962 and conducted by Mr. A. T. Duncan, is described as a community advance-

ment programme and has involved experimentation with various types of provision. The other programme, the Bernard Van Leer Action-Research Project on Family Education Centres, is an offshoot of Mr. Duncan's work and since 1968 has been under the direction of Mr. A. Grey. It is concerned specifically with Family Education, concentrating for the moment upon parent involvement in pre-school and early education.

In the previous report details were provided about the pre-vocational training course for young Aborigines seeking employment in the city, described as the Job Opportunities through Better Skills programme. The J.O.B.S. Programme was conducted by the Department during the last six months of 1970, but follow-up work with ex-students, especially with guidance and counselling, has been continued. The overall success of the project was confirmed by the continuing employment of so many of the students who had participated in the course. During the early part of the year Mr. Duncan completed the writing of a detailed report and evaluation of this experimental project. This was submitted to the Inter-Departmental Committee, comprised of representatives from many Commonwealth and State Government Departments, which had been established in connection with the project. The report has been of considerable value, particularly to those Departments now involved with further pre-vocational or vocational training of Aborigines in various parts of the Commonwealth. The follow-up work and the other aspects of Mr. Duncan's work were seriously curtailed during the year because of the total absence of financial support from the Commonwealth or State Governments for his programme. It was necessary, therefore, for Mr. Duncan to find alternative sources of financial assistance.

In last year's report mention was made of the work being conducted by the Aboriginal Educational Council of N.S.W. This organisation was established in 1964 by Mr. Duncan, in association with his programme, and he has played a leading role in its development since that time. It was created partly in order to provide a necessary means of making effective contact with Aboriginal communities. For many years the main activity of the Council was the provision of incentive scholarships for Aboriginal students in secondary schools. When the Commonwealth Government introduced the Aboriginal Secondary Grants Scheme in 1971, the Council made provision for incentive scholarships for children who were not old enough to qualify for the secondary grant and also expanded its activities in other fields. The Study Centre it had been conducting at La Perouse was completely re-organised and its voluntary coaching scheme was expanded. At Mr. Duncan's suggestion, the Council decided to inaugurate a project concerned with compensatory assistance to a number of schools which had a high proportion of Aboriginal enrolments. Most of these schools lacked many of the teaching aids and remedial equipment used extensively by schools in more affluent areas, where the P. & C. Association is able to provide such equipment. The equipment was to be made available to all pupils in the school, but was predominantly concerned with remedial education to overcome the problem of educational retardation so common amongst Aboriginal children.

As an integral part of this project, Mr. Duncan undertook the supervision of a comprehensive testing and evaluation of the effectiveness of the equipment and of modifications in teaching techniques found to be more appropriate for Aboriginal children. The preliminary research carried out has proved most encouraging and suggests that the educational attainments of Aboriginal children can be improved quite significantly. It may be mentioned that, at the present time, over 50% of Aboriginal children entering secondary school are classified as slow learners and do not undertake formal education leading to the School Certificate. The evidence so far obtained by Mr. Duncan

shows that the retardation of Aboriginal children is cumulative and that there is a regression of intellectual performance with an increase in chronological age. At the schools where the compensatory assistance has been introduced, this regression appears to have been arrested. The research has been carried out with the full co-operation of the N.S.W. Department of Education, which has been more than co-operative in assisting the research project. This Department's appreciation of their help should be recorded.

Though this work has itself been of considerable importance for the future improvement of the education of Aboriginal children, it has been conceived as far as the Department is concerned as preliminary to the involvement of Aboriginal parents in the education of their children. It is hoped that it will serve as a focus for a re-examination by adult Aborigines of their own way of life and will motivate them to improve their own educational standards.

One of the most interesting features of the compensatory assistance project has been the employment of an Aboriginal teacher's aide in one of the schools. This has proved so successful that Mr. Duncan has now arranged for further teachers' aides to be appointed in other schools and has spent part of his time during the year in drafting a special training programme for the teachers' aides who are to be employed. It is hoped that this programme will be implemented in 1973 and it is also anticipated that it will be of use, not only for teachers' aides, but also for other Aborigines who are being increasingly employed by Government Departments and voluntary organisations in various fields of Aboriginal advancement.

With the assistance of the Aboriginal Education Council (N.S.W.) and particularly of Miss Gwen Watt, who was previously Mr. Duncan's research assistant, a series of booklets providing information to Aborigines on educational opportunities available to them is in the course of preparation.

During the year Mr. Duncan continued to work with a number of Aboriginal communities, particularly those where the Aboriginal Educational Council has introduced the compensatory assistance programme. Many Aborigines continue to contact the Department for advice and assistance regarding opportunities to further their education to improve their job status or obtain new skills which will enable them to obtain employment commensurate with their ability.

The growing public awareness in the Aboriginal situation has led to an increasing amount of Mr. Duncan's time being devoted to talks and consultation for voluntary organisations, educational institutions and government departments. It is hoped that this "Community Education" will help to deepen the understanding of all who are interested in improving the position of the Australian Aborigines, particularly through the provision of greater educational opportunities. Though it is implicit in Mr. Duncan's work that Aboriginal advancement will occur as Aborigines become increasingly prepared to accept responsibility for their own situation and gain competence in understanding how to help themselves rather than remaining dependent on assistance from the general community, it is also true that this advancement will be greatly facilitated by the extension and deepening of the understanding of members of the community.

Bernard Van Leer Action Research Project on Aboriginal Family Education Centres

1972 was the fourth year in the five-year span of the Project. As it is hoped that by 1974 the Aboriginal families taking part in the Project will be ready to take over full responsibility for the development of the Aboriginal Family Education Centres movement, having recourse to the Department only for consultancy services and the parent education programme, evidence was being looked for in 1972 that the participants were becoming fully involved in the Project and were beginning to accept the major responsibility. At the end of the year the Co-ordinator, Mr. A. Grey, expressed the view that seven of the Centres were taking an increased amount of responsibility, but that the remaining six had made little or no progress in this respect.

The Project is being financed jointly by the Bernard Van Leer Foundation of Holland and the Commonwealth and New South Wales Governments. The total expenditure in 1972 was $80,750, of which $17,750 came from the Foundation, $27,200 directly from the Commonwealth Government and $35,800 from the New South Wales and Commonwealth Governments via the New South Wales Government. Additional grants have been made by the Commonwealth and State Governments for special purposes, and many donations have also been received from private persons.

It will be recalled that the Project is an attempt to explore the possibilities and value of establishing Family Education Centres, on the lines of the very successful Play Centre movement among the Maori people of New Zealand, among the Aborigines of this State. At this stage the Centres concentrate in the various communities upon providing early education conducted by some of the mothers who receive training from the staff of the Project for this purpose, though it is anticipated that more may branch out into other areas of education later. Some already have. All decisions concerning each Centre are taken by the members of the Centre themselves.

Last year it was reported that there were ten Centres operating, nine of which had been functioning for two and a half years and one being newly established. Of 1972, as reported above, it can be said that seven of these continued and their Aboriginal members took up increased responsibility, while in six other Centres A.F.E.C.s lapsed, but there was continued talk of re-opening them. One reason why some lapsed was that the participants realised that, contrary to their previous naïve impression, their training courses would not automatically lead them to paid positions as teachers.

On the other hand, a number of the women who have developed outstandingly in the Project capably undertook responsibilities as Field Officers and proved competent and very much in command of the situation when invited to contribute to seminars and called upon to address various organisations, including third-year university classes. Their self-possession in handling insensitive questions frequently put their questioners to shame.

A notable feature of the year's work was the completion of a large number of items of educational and explanatory material. More will be produced in 1973. The material includes the four Workbooks that are the basis of the training course, discussion tapes, a series of Early Education booklets, Basic Form Boards, Perceptual Books and slide-tape and video-tape programmes. Particular recognition for a remarkable output of this and other work is due to the Research Assistant, Mrs. Marian Fennell, and the Project Secretary, Miss Dora Trammell. Thanks are also due for the voluntary, four-days-a-week clerical assistance of Mrs. Elaine Smith.

A disappointment during the year was the lack of progress with promotion of the revival and study of Aboriginal languages. The reasons for this are complex, and it appears that advance in this direction will have to await the growth of self-confident expression by Aborigines of their own life style. The danger is that so much of the languages may disappear before this occurs.

One aspect of the Project in which there was decided improvement during the year was that of buildings. By the end of the year seven A.F.E.C.s had acquired buildings, varying considerably in their suitability. But delay continued over the erection of the first architect-designed buildings for A.F.E.C.s. In last year's Report the delay that had already occurred was described as "incredible"— which makes it difficult to choose a suitable term to refer to the fact that little further progress was made during 1972. There were many contributing factors: the difficulty of encouraging action on the erection of buildings more than 300 miles from Sydney; difficulties in engaging the local Aboriginal community in the work of obtaining materials and proceeding with construction; and time taken in overcoming obstacles to the acquiring of land that was to become the property of Aboriginal communities, and obtaining official permission to make use of it for the purposes of the Project.

In a year of mixed achievements and setbacks, one of the encouraging developments was the holding of two regional Council meetings—in place of the previous half-yearly State-wide meeting—in the absence of Mr. Grey overseas. It is significant of the growth of some at least of the A.F.E.C. participants and of some success in placing responsibility with them that these meetings went off quite smoothly and achieved a good deal of constructive decision-making. Another noteworthy achievement was the making of a film by the A.F.E.C. members—following on the very helpful use of videotape equipment as an aid in the training programme. Though photographed professionally, the film was made under the direction of the A.F.E.C. members.

There was a very large volume of interest in the Project, within Australia and from overseas, during the year. Late in the year Mr. Grey was invited by the Government of Fiji to advise it on the development of an early education programme; subsequently, after animated discussion, initial doubts were resolved and it appears that his recommendations will be implemented virtually in their entirety. Mr. Grey was also invited to contribute to the conference of the National Association for the Education of Young Children at Atlanta in the United States in November, and during his visit to that country and also to Britain, lectured at many other centres as well.

The Project enters upon its final year with some grounds for hope that sufficient Aboriginal leadership is emerging to enable the A.F.E.C. movement to become basically self-supporting and self-developing, with the Department continuing to assist in a much reduced consultative and leadership-training role, and with anticipated Commonwealth Government support. But to say this is not to deny that there are still many disappointing features and many very serious difficulties, mainly in attitudes of whites, to be overcome.

"Current Affairs Bulletin"

In recent Annual Reports mention has been made of the financial difficulties that have attended the publication of "Current Affairs Bulletin" over the last few years because of mounting costs and a fall in circulation associated with a necessary increase in the price of subscriptions. In 1971 the decision

was taken, because of the high proportion of total costs consisting of costs of distribution, to convert CAB from a fortnightly journal to a monthly publication of twice the previous size. The 1971 report stated that 1972 would be a year of some anxiety until public response to the change became apparent.

As it proved, the period of anxiety was prolonged over a large part of the year. Though the effect of the change in format and the adoption of new subscription rates was to avert the immediate financial crisis that had been threatening, the further decline in sales that had been anticipated with the introduction of the new rates was greater than had been expected, so that the position still remained unsound.

It was then decided that in view of the strong competition CAB now faces and the urgent need to reduce production and distribution costs to an absolute minimum, specialised professional assistance should be obtained. Arrangements were entered upon in August with Lion Editorial Services under which Mr. George Wilson, an experienced journalist and magazine editor, took over the position of Executive Editor from Mr. John Rorke, working under the direction of the Director as Editor and the Editorial Committee, and the distribution, mailing and promotion were also placed in experienced professional hands.

The results of the new arrangements have been eminently satisfactory. Editorial policy has remained unchanged as far as the type of article published is concerned, and articles are subjected to the same close scrutiny as previously by the Editorial Committee; but CAB has been made much more attractive in appearance through improved design, layout and illustration, this improvement having been facilitated by the adoption of a new and cheaper printing process. By attention to the sub-editing process the articles have been made easier to read. Substantial reductions in cost have been achieved, the sale of advertising has brought a very worthwhile increase in revenue, and a rigorous promotion campaign has been undertaken. As this report is being written, in the second quarter of 1973, it has become apparent that the decline in circulation has been halted and an increase achieved.

The situation appears to have been saved for the foreseeable future, and it seems possible to look forward with some optimism to CAB's continued publication as an important adult education activity on a national scale.

It was with very deep regret that we informed CAB readers of John Rorke's death in October. The details of Mr. Rorke's long membership of the Department are given elsewhere in this Report. In his close association with CAB as Executive Editor from 1954 to 1972 he had played a major part in establishing the journal's reputation for high quality publication.

The book "Australia's Resources and Their Utilisation", reprinted in 1971, this being at least the twentieth reprinting since its original publication in 1948 (there have been six revisions), again sold very well.

The gross income of CAB for 1972, including the amount of $36,218 carried forward from 1971 against outstanding accounts and commitments, and the Commonwealth Government grant of $17,500, was $122,366. The balance carried forward to meet 1973 liabilities was $38,737.

Special Schools and Conferences

(This section of the Report deals with schools offered to the general public, as contrasted with Extension programme schools, arranged for particular groups.)

Three major schools were held in conjunction with the W.E.A., with Mr. Joss Davies acting as Director. The Summer School at Goulburn Teachers' College was a 14-day venture offering 18 units of study. In some subjects a course was offered for one week only (e.g. astronomy). In others the second week's unit could be taken on its own or as a follow-up to the first week's course, e.g. geology and also ecology. The total enrolment was 302.

As a first venture at a two-week school it was successful. The administrative strains were becoming obvious during the second week, and additions to staff would be necessary if a three- or four-week school were contemplated.

The Autumn School at Bathurst was a smaller affair owing to the limited accommodation available. Sixty-three students enrolled, and this was near the maximum quota.

The Spring School held at Goulburn was more ambitious, drawing a full house of 147 students. It included an intensive language course in Indonesian.

Whilst working facilities and staff and student accommodation are satisfactory at both Bathurst and Goulburn, there are two outstanding problems. Both institutions are still in process of being built and there is still a dearth of suitable common rooms for evening activities. Secondly, the costs of the schools are mounting steadily and it may be that we are in danger of pricing ourselves out of the market. We are losing some potential students, especially younger students, because they cannot afford the necessary charges. It may well be that a programme of bush camp schools might partly solve this problem for those who are prepared to put up with less affluent conditions.

Our thanks are accorded to the administration and staff of Mitchell College and the Goulburn Teachers' College for their assistance in the conducting of these schools.

A further non-residential school for trade unionists was held for a week in August in conjunction with the Trade Union Education and Research Centre, on the same lines as previous such schools. The enrolment for the school was 80.

As usual, the Department assisted the W.E.A. with the programmes for a number of weekend schools held during the year at the W.E.A. Summer School at Newport. As has been mentioned, these included a number of "Subject Weekends", mainly for tutorial class students.

In recent years the Department has arranged a number of short conferences or seminars in which persons concerned with a particular, and generally rather unusual, field of education have been brought together. A one-day seminar of this kind was held in July, 1972, arranged by Dr. Allsop and Mr. King, on "Community and Educational Uses of the Sydney Opera House". This gathered together some 40 architects, administrators, experts on the arts and educators, many of whom supplied written statements of their ideas before the seminar, and a fruitful exchange of views resulted. It is to be hoped that some of the ideas will be implemented when the Opera House begins to function in 1973.

M.Ed. Seminar on Adult Education

After not being offered in 1971 because of the Director's plans to take study leave (which did not eventuate), the Seminar on Adult Education presented by the Department as one of the choices of seminar available for the M.Ed. degree was conducted in 1972. This was the fifth year of its operation,

and once again a full enrolment was received. After the Director's departure in August for sabbatical leave, the seminar was conducted by Dr. Joan Allsop.

Once again the membership consisted of an interesting combination of students with varied experience of education. Most, of course, were teachers—ten from Education Department schools and three from the Technical Education Department—three were Teachers' College lecturers and two came from Religious Education. There were no training officers from industry in 1972, though people from this field of education have participated in previous years. Five of the students were Asians.

During the year the suggestion was raised by Dr. Allsop that in future years four M.Ed. Seminars might be offered on different aspects of adult education with the effect that a student would be able to complete the degree, with the choice of an appropriate subject for the required dissertation or extended essay, entirely in adult education. This proposal was supported by the Director and the Education Department has taken up a favourable attitude in preliminary discussions.

Adult Exhibitions

Each year, if suitable candidates come forward, the University awards three Exhibitions to students of the Department who have taken tutorial classes for three years, to enable them to undertake degree courses. These awards, for which the selection is made on the basis of tutors' reports and psychological tests, carry with them provisional matriculation. Since the introduction of Intensive Courses, about ten candidates have been applying for these Exhibitions each year, and a high proportion of them have been judged suitable for admission to the University.

In previous Annual Reports the results of surveys of the performances of these Exhibitioners have been cited, revealing that they have been consistently successful in their university courses, and have often won prizes and gained other distinctions. This record was maintained in 1972. Three students completed the requirements for graduation during the year and three who would have completed pass degrees transferred to honours work which will require a further year of study. All the current students successfully completed their year's work. Two students gained Distinction, and three Merit passes.

Three Exhibitions were awarded in 1972. The students concerned were Mrs. C. Drew, Mrs. C. Robertson and Mr. F. Lane-Mullins.

Staff Publications

The following is a list of publications by members of the Department in 1972:

Allsop, J. W.: Kenya Journal of Adult Education, Vol. 0; Andragogija (Zagreb, Yugoslavia), (Reviews of Journals), *Australian Journal of Adult Education*, Vol. XII, No. 1, April, 1972.
"Adult Education in Continental Europe", by Jindra Kulich (Book review), *Australian Journal of Adult Education*, Vol. XII, No. 1, April, 1972.
"When Work is Done", by J. B. Barclay (Book review), *Australian Journal of Adult Education*, Vol. XII, No. 3, November, 1972.
"A Guide to English Schools", by Tyrrell Burgess (Book review), *Australian Journal of Adult Education*, Vol. XII, No. 3, November, 1972.
"Papers on Small Group Learning in Australia", C. Duke ed. (Review of report), *Australian Journal of Adult Education*, Vol. XII, No. 3, November, 1972.

Crowley, D. W.: "Adult Education for Papua-New Guinea: Catalyst of Nationhood?" in *Priorities in Melanesian Development*, R. J. May (ed.) (Proceedings of 6th Waigani Seminar, 1972.)
"The Recruitment of Adult Educators in Australia", *Indian Journal of Adult Education*, December, 1971.
"A Note on the psychology of the learning process in the small group situation" in C. Duke (ed.), *Papers on Small Group Learning in Australia*, A.N.U.C.C.E., 1972.

Davies, J.: "Some Notes on Residential Adult Education", *Australian Journal of Adult Education*, Vol. XII, No. 2, July, 1972.

Dawson, M.: "The Higher Education of Women in Australia", *Improving College and University Teaching*, Vol. XX, No. 1, Winter, 1972. Oregon State University Press.

Douglas, D.: "Small Group Learning and Management Education", with D. Goldie in C. Duke (ed.) *Papers on Small Group Learning in Australia*, A.N.U.C.C.E., 1972.
"Management and Motivation: Comments on an International Survey", published under the title "Hitting the Motivation Jackpot", *Rydge's Business Journal*, May, 1972.
"Organisation Development: Everybody's Bandwaggon?", *Rydge's Business Journal*, June, 1972.
"Learning Groups", *Australian Journal of Adult Education*, Vol. XII, No. 2, July, 1972.

Duncan, A. T.: "Aborigines and Industrialised Society", *Proceedings of The Human Consequences of Technological Change Conference*, Sydney University Extension Board, August, 1972.
J.O.B.S. Project Report, Parts I and II, April, 1972. Report on Aboriginal Prevocational Training to Interdepartmental Committee.

Eddy, W. H. C.: "Winston S. Churchill", Vol. III, 1914-1916, by Martin Gilbert. (Book review.) *WEA News*, Vol. 3, No. 2, April, 1972.
"Adult Education and Its Intellectual Environment", *Proceedings of the Adult Education and the Quality of Life Conference*, being 12th National Conference of the Australian Association of Adult Education, Monash University, 1972.
"Stalin—The History of a Dictator", by H. Montgomery Hyde. (Review article), *WEA News*, Vol. 3, No. 4, November, 1972.
"Liberal Adult Education", in Nicolas Haines (ed.) *Canberra Papers in Continuing Education (Series 2)*, A.N.U.C.C.E.

Grey, A.: "A Candle in a Dark Tunnel", *Te Maori*, Vol. 2, No. 6, Journal of the New Zealand Maori Council, December-January, 1972, pp. 4-5.
"Australian Aboriginal Project—Video Tape Programme", *A.E.C.T. International*, Vol. 1, No. 3, April, 1972. A Division of the Association for Educational Communications and Technology, U.S.A.
"The Australian Aboriginal Scene" and "The N.S.W. Project", *Bernard Van Leer Foundation Newsletter*, Vol. 2, No. 2.
"Human Aspects of Technology: One Minority in a Technological Society", *Proceedings of The Human Consequences of Technological Change Conference*, Sydney University Extension Board, August, 1972.
"Whither the Abaustralian and The Euraustralian Family", *Proceedings of 44th Congress*, ANZAAS, August, 1972.
Look and Listen (rewritten, revised, now incorporating *Look and Listen* and *Watch Them Play*—3rd edition, 1972), Auckland Play Centre Association, 1972.
Early Education Series I, II and III (21 titles), Van Leer Project, Department of Adult Education, University of Sydney, 1972.
My Egg My World. A curriculum rationale for Aboriginal Family Education Centres in Australia. Van Leer Project, University of Sydney, November, 1972.

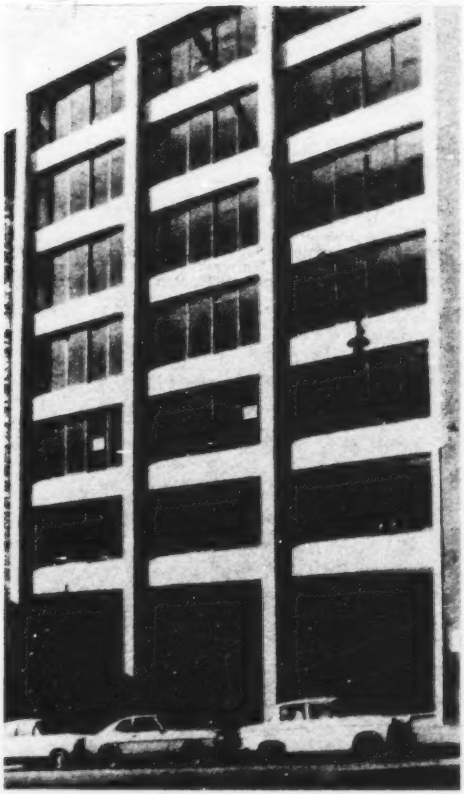
Pullen, J. M.: Co-author, *Second Report of the Task Force on the Price of Land*, Australian Institute of Urban Studies, Canberra, 1972.
"Water Rates and New Subdivisions", in *Water Rating in the Newcastle Area*, Economic Society of Australia and New Zealand, N.S.W. Branch, Newcastle Area Committee, 1972.

J. W. Turner (ed): *Newcastle as a Convict Settlement: the evidence before J. T. Bigge in 1819-1821*. Newcastle Hist. Monograph No. 7, published by Newcastle City Council.

Relations with Other Organisations

As is always the case, the first body to be mentioned in acknowledgments to other organisations must be the Workers' Educational Association of N.S.W., with which the Department has co-operated closely throughout its existence in the major part of its programme. The W.E.A. takes responsibility for the physical arrangements and promotion of our tutorial class programmes, thus relieving the University of a large burden of administrative work, and also acts as our main channel of communication with our students in our planning of the programme and other related matters. It also assumes the major responsibility for "schools" on the liberal studies side of our work. The many voluntary workers who contribute so much to the W.E.A.'s effectiveness must be thanked for their interest and efforts; but particular thanks are due to the executive staff: Mr. C. F. Bentley, the General Secretary, Mr. Peter Tyler, and Mr. Lawrence Davies in the Metropolitan Region, Mr. R. G. Smith in the Hunter Region and Mr. John Terry, who came from the Adult Education Board of Western Australia to the Illawarra Region during the year.

The W.E.A. settled into its occupation of its new, specially constructed building, W.E.A. House, during the year. The standard of accommodation it provides was probably one factor in the record enrolments for tutorial classes.



"W.E.A. House", the new W.E.A. building in Bathurst Street, Sydney.

Further progress with the proposal to build a new residential college to replace the David Stewart Summer School at Newport—a plan in which we are of course most interested—was not possible during the year. Because of this it was decided to carry out some renovations to the Newport building, and its amenities are now considerably improved. We must thank the W.E.A. for its support and compliment it on its achievements.

Next on the list of persons and institutions whose help must be acknowledged come Miss Helen Saddington (now Mrs. Crawford) and her staff of the Adult Education Section of the Library of N.S.W. Their work in the provision of bookboxes and assistance with the discussion group scheme has again been invaluable, and their efficiency despite difficult conditions is much appreciated.

The co-operation of the various organisations and individuals who assisted with various activities within the University Extension programme is also warmly appreciated.

Thanks are again due to the State and Commonwealth Governments for their financial assistance to all aspects of the Department's work. We must also gratefully acknowledge the good relations we have enjoyed with the officers of the various government departments concerned with our work and the help and attention we have received from them.

There are a number of officers of the University, particularly members of the staff of the administrative departments, whose work on our behalf and assistance in solving many of our problems have been most valuable and are warmly appreciated. Thanks must also be expressed to the University Senate for its interest and support. Particular appreciation is expressed of the continued interest and encouragement of the Vice-Chancellor, Professor B. R. Williams.

Perhaps the warmest thanks of all should go to the large number of lecturers and tutors who assisted the full-time staff of the Department in our work of teaching. Much of the best that can be said about the quality of the Department's work, such as it is, is due to the diligent application and keen interest of many of these people.

As in previous years, the Department gave continued support to the work of the Australian Association of Adult Education. Dr. Allsop was re-elected to the Executive as a representative of the professional members and continued as editor of the Australian Journal of Adult Education. Five members of the staff attended the annual conference of the Association held at Monash University in August.

Visitors to the Department during the year included Dr. W. A. Hampton of the University of Sheffield, an Imperial Relations Trust Fellow. A visitor of special interest was Associate Professor William S. Griffith of the University of Chicago, who arrived in August as a Fulbright scholar to make his base in the Department while undertaking a nine months' study of the co-ordination of adult education in Australia. Professor Griffith proved a pleasant, stimulating and hard-working colleague and we await the publication of his work with interest.

Finance

The expenditure of the Department during the year (exclusive of "Current Affairs Bulletin" and the reimbursement and grants for work with Aborigines) was $407,019. This was met by the N.S.W. Government grant of $114,800, by $78,652 deriving from student fees (including in some cases payment for accommodation and meals) and sale of publications, and by expenditure from University funds of $213,567.

Comparison with previous Reports will show that the increase in the N.S.W. Government grant over recent years has not kept pace with rising costs. Moreover, excepting for activities conducted on behalf of another organisation, income from fees has always been regarded as part of the N.S.W. contribution to the University's costs for the purposes of the Commonwealth-State arrangements for the financing of universities, and so in effect has been deducted from the total State grant to the University. This has acted as a seriously inhibiting influence upon the development of the Department's work. In 1972 there was a notable development in this respect when the Australian Universities Commission recommended that adult education fees should be treated as falling outside these arrangements: this recommendation was subsequently adopted by both Governments.

H. D. BLACK, Chairman.
D. W. CROWLEY, Secretary.
Sydney University Extension Board and
Joint Committee for Tutorial Classes.

STATISTICAL TABLES

1. Scale of Activities

The following table and the accompanying graph show the development of the work of the Tutorial Classes side of the Department since its foundation in 1914:

Year	Tutorial Classes		Discussion Groups		Kit Groups	
	No. of Classes	Enrolments	No. of Groups	Enrolments	No. of Groups	Enrolments
1914	3	90	—	—	—	—
1920	51	1,617	—	—	—	—
1930	55	1,878	—	—	—	—
1940	57	1,871	68	759	—	—
1950	113	3,183	136	2,125	66	990
1960	173	4,823	145	2,217	88	1,331
1961	161	4,142	156	2,279	101	1,466
1962	149	4,279	161	2,406	112	1,500
1963	166	5,006	178	2,715	95	1,146
1964	164	5,235	195	3,151	118	1,408
1965	177	5,422	216	3,492	94	1,149
1966	197	5,483	233	4,047	106	1,285
1967	157	4,840	251	4,191	107	1,239
1968	185	5,428	262	4,506	111	1,242
1969	166	4,397	282	4,669	63	716
1970	185	4,424	281	4,700	—	—
1971	184	5,219	296	4,781	—	—
1972	222	6,162	295	4,821	—	—

Growth of Enrolments in Tutorial Classes and Discussion and Kit Groups since 1914.

2. City-Country Distribution

The following table shows the distribution of tutorial classes and discussion groups as between Sydney and the Regions. The figures for discussion and kit groups refer to courses completed during the year.

	Sydney and Suburbs						Regions					
Year	Classes	Enrolments	Discussion Groups	Enrolments	Kit Groups	Enrolments	Classes	Enrolments	Discussion Groups	Enrolments	Kit Groups	Enrolments
1914	2	60	—	—	—	—	1	30	—	—	—	—
1920	28	852	—	—	—	—	23	765	—	—	—	—
1930	32	1,129	—	—	—	—	23	749	—	—	—	—
1940	37	1,393	1	15	—	—	20	478	67	744	—	—
1950	61	2,176	60	908	27	434	52	1,007	76	1,217	37	556
1960	101	3,462	102	979	40	557	72	1,361	121	1,238	56	774
1961	102	3,000	111	1,074	42	582	59	1,142	124	1,205	64	884
1962	93	3,052	133	1,308	48	608	56	1,227	111	1,098	67	892
1963	100	3,617	131	1,312	33	389	66	1,389	144	1,403	62	757
1964	96	3,766	173	1,736	49	528	68	1,469	144	1,415	69	880
1965	108	4,079	202	1,984	46	558	69	1,343	158	1,508	48	591
1966	133	4,190	239	2,415	44	518	64	1,293	166	1,632	62	767
1967	97	3,628	275	2,683	54	638	60	1,212	159	1,508	53	601
1968	120	3,990	304	3,031	47	517	65	1,438	156	1,475	64	725
1969	113	3,193	300	2,873	18	186	53	1,204	167	1,454	45	517
1970	118	3,135	308	3,104	—	—	67	1,289	160	1,536	—	—
1971	125	3,872	352	3,533	—	—	59	1,347	131	1,248	—	—
1972	152	4,881	378	3,727	—	—	70	1,281	112	1,094	—	—

3. Enrolments and Effective Enrolments

	1970	1971	1972
Number of classes (including Intensive Courses)	185	184	222
Enrolments	4,424	5,219	6,162
Effective enrolments (i.e., of students who attended one-half or more of the lectures given)	3,106	3,828	4,364*
Effective as percentage of total enrolments	70.2%	73.3%	
Net number of persons enrolled in classes (i.e., after eliminating the duplication of students enrolled in more than one class)	3,103	3,843	3,907
Number of Intensive Courses	33	33	36
Enrolments	714	730	1,027
Effective enrolments	458	480	643
Effective as percentage of total enrolments	64.1%	65.7%	62.6%

4. Enrolments and Effective Enrolments, City, Suburbs and Regions, 1972

	Metropolitan			Hunter Valley	Illawarra	Riverina	Central Western	Total
	City	Suburbs	Total					
No. of Classes	89	63	152	32	18	7	13	222
Enrolments	2,829	2,052	4,881	662	245	130	244	6,162
No. of Effective Enrolments	2,011	1,500	3,511	540	*	82	231	4,364*
Effective as percentage of total	71%	73%	71.9%	81.6%	*	63%	94.7%	

*excluding effective enrolments from Illawarra region for which rolls were not available at the time of the compiling of statistics.

The average enrolment per class was 27.7, compared with 28.9 in 1971. In more detail, the averages were: City, 31.7; Suburbs, 32.5; Hunter Valley, 20.7; Illawarra, 13.6; Riverina, 18.6; Central West, 18.8.

5. University Extension Programme, 1965-72

	Special Lectures		Single Lectures		Special Schools & Conferences		Courses	
	No.	Attendances	No.	Attendances	No.	Attendances	No.	Attendances
1965	6	n.a.	85	n.a.	4	n.a.	4	695
1966	5	n.a.	104	n.a.	2	n.a.	4	886
1967	3	650	117	9,226	7	1,055	5	933
1968	8	1,420	92	6,799	9	257	3	923
1969	11	503	95	8,075	4	153	4	1,178
1970	7	1,120	92	8,813	8	483	6	1,646
1971	3	16[illegible]	55	5,395	12	626	4	641
1972	5	1,210	63	5,317	14	632	3	284

MR. ROY FIELD

In April, 1973, the Department suffered a grievous loss in the death, as the result of a motor accident, of Mr. Roy Field, at the age of 59. Apart from war service, Roy had worked for the Department continuously as clerk and attendant since June, 1929. He was very well known and liked by many in the University and by all who have had close association with the Department for his integrity and unfailing good humour. The Department and the University owe a great deal to his loyalty and efficiency.

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